DOCUMENT RESUME

ED 030 413 JC 690 178

Summer Preparatory Studies Program.
Spartanburg Junior Coll., S.C.
Pub Date [68]
Note-3p.
EDRS Price MF-$0.25 HC-$0.25
Descriptors-Academic Achievement, *Culturally Disadvantaged, *Junior Colleges, *Remedial Programs, *Summer Programs
Identifiers-*South Carolina

The growing number of high-risk, culturally deprived students, without adequate pre-college instruction, have little chance of academic success. Spartanburg Junior College, South Carolina, studied several summer preparatory programs and found that they (1) assumed all students started from and arrived at a certain same point in their educational development and (2) did not provide the extra motivation so needed by these easily-discouraged students. Spartanburg developed a preparatory program that assumed (1) every student is gifted in at least one area, (2) no two students are alike in ability or background, (3) careful guidance must accompany academic work, (4) individual adjustment and maturity often predict academic success, and (5) personalized instruction, made possible by technological aids, is the key to intensified learning. The 64 students in the college's summer 1968 program took part in cultural, directed reading, and independent study programs, and received 320 classroom hours distributed among English grammar and composition (110), math (80), reading and comprehension laboratory (80), group dynamics seminar (50). The overall achievement progress averaged 1.4 grade levels; one student advanced 3.0 levels in all areas; another advanced 6.0 levels in one area. No student failed to show progress in all areas. Of the 64 students, 56 were accepted by a college and six returned to high school. The tests, method of evaluation, and detailed results are given. (HH)

ED 020417

Spartanburg Junior College

SUMMER PREPARATORY STUDIES PROGRAM

The need for preparatory studies programs is indicated by the growing number of "high risk" and culturally deprived students making application to attend college. Without adequate pre-college instruction, these students have little chance of academic success.

After extensive review of several summer pre-college study programs, Spartanburg Junior College concluded that many of these models were inadequately conceived. The inadequacy focused at the point of a strict understanding of remedial educational philosophy and techniques. The basic assumption revealed in most remedial education is that every student must begin at the same point in his educational development quest and all must arrive at the same place. Another weakness noted was the absence of motivation stimulants. Without adequate motivation to excel, the disadvantaged student becomes easily discouraged and lapses into mediocre performance patterns.

Spartanburg Junior College developed a significant new preparatory studies model built on the following basic assumptions.

a. Every student is a gifted student. The key to success is the discovery of and concentration on individual student strengths.

b. No two students are alike in aptitude, background or ability. Therefore, any attempt to bridge the gap of cultural or academic deficiency must take into account this individualism.

c. A detailed program of testing and guidance should compliment the academic work undertaken.

d. Individual adjustment and maturity will often indicate the measure of academic success a particular student will achieve.

e. Personalized instruction, using latest technology that frees the instructor to give individual aid is the key to an intensified learning experience.

A program built on this philosophy was conducted on the Spartanburg Junior College campus for eight weeks in the summer of 1968. In addition to cultural programs, directed reading groups and independent study with extensive use of programmed materials, the 64 students in the program were involved in classroom study

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for 320 hours. The hours were distributed as follows:

a.	English grammar and composition	-110
b.	Mathematics	- 80
c.	Reading and comprehension skills labpratory	- 80
d.	Group dynamics seminar	- 50

The overall achievement progress was an average of 1.4 grade levels for each student. The highest overall achievement by a single student was 3.0 grade levels in all areas. The highest single achievement by a student in one area was 6.0 grade levels. It is interesting to note that in the test session following the program, not a single student failed to show progress in all areas. Fifty-six of the 64 students were accepted at Spartanburg Junior College or at other colleges and six returned to high school.

Method of Evaluation. A pre-test evaluation of each student was made during the first week of the summer preparatory program. The California Achievement Battery Form X was administered along with the California Mental Maturity and California Personality tests. The evaluation provided measurements of English, reading, science and mathematics achievement and the intellectual ability and personality development for each individual.

The students were placed in groups according to ability. Evaluations were made daily in classroom participation through the use of teacher made and standardized tests. The final week of the summer preparatory program was devoted to a post-test session. The California Achievement Battery Form W was administered and the California Mental Maturity and California Personality tests were also included in the testing session.

In addition to these tests, the College Qualification Test, which is published by Science Research Associates, Minnesota Multiphasic Personality Inventory and the Strong Vocational Inventory were administered. Each student received in depth counseling relating to his interest, personality, intellectual and educational abilities.

First semester grade distribution study on students admitted to the regular college curriculum after having completed the preparatory studies program.

	A	B	C	D	F
English	10	33	11	0	0
History	0	3	14	6	10
Religion	2	11	23	1	6
Psychology	2	5	9	1	8
Math	3	10	20	9	11
Spanish	0	0	1	0	0
Art	0	0	1	0	0
Biology	0	0	2	0	0
Speech	0	3	0	0	0
Economics	0	0	1	0	0

Total Semester Hours Earned - 650

Total Grade Points Earned (4.0 system) - 1332

Average - 2.04

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